Community Planning Training

Phase Four

Trainer's Guide

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2003 Edition

Contents of Trainer's Guide

Introduction

Goal

The goal of this training is to provide Community Board members with the skills to develop a focused Community Action Plan for their community.

Objectives

After completing this training, participants will be able to:

- explain how the Community Planning Training fits into the *Communities That Care* system

- identify the steps for completing a Community Action Plan

- identify resources needed to complete the plan

- identify the next steps for the Community Board.

Audience

The participants in the Community Planning Training are the individuals who serve on the Community Board, as well as invited Key Leaders and other community members who will be instrumental in implementing the plan.

Agenda: Day one

Total training time including lunch and breaks is approximately 7.5 hours.

Welcome and Introductions

Module 1:
Overview
(75 minutes)

Module 2
Developing Community-Level Outcomes
(120 minutes)

Lunch
(60 minutes)

Module 3:
Selecting and Investigating Programs, Policies and Practices
(120 minutes)

Module 4:
Developing Participant and Implementation Outcomes
(60 minutes)

Wrap-up and Evaluations
(15 minutes)

(Morning and afternoon breaks of about 10 minutes each)

Agenda: Day two

Total training time including lunch and breaks is approximately 6 hours.

Community Meeting

Module 5:
Understanding Program-Level Evaluation
(60 minutes)

Module 6:
Identifying Systems-Change Strategies
(45 minutes)

Module 7:
Drafting a Community Action Plan
(120 minutes)

Lunch
(60 minutes)

Module 8:
Next Steps
(60 minutes)

Wrap-up and Evaluations
(15 minutes)

(Morning and afternoon breaks of about 10 minutes each)

Pre-training preparation

When the training is scheduled:

- Find out if any participants have not attended previous *Communities That Care* trainings. If so, they should review *Investing in Your Community's Youth* so they are familiar with prevention-science concepts and the *Communities That Care* prevention-planning system when they attend the training.

- Review the milestones and benchmarks for Phases One, Two and Three with the Coordinator/Facilitator and ensure that the benchmarks have all been achieved before the Community Planning Training.

- Review the Community Assessment Report and the Resources Assessment Report so you are familiar with the community's priorities and resource issues for this training.

Materials to be sent to the Coordinator/Facilitator:

- list of audiovisual, beverage and snack needs

- recommended room setup

- copies of *Investing in Your Community's Youth* for participants who have not attended previous trainings.

Equipment and materials:

- name tags

- roster of invitees

- copies of any letters or notices sent to invitees

- computer projector/laptop computer or overhead projector/transparencies

- flip chart/easel

- markers

- Post-it® notes

- copies of the Community Assessment Report and the Resources Assessment Report for all participants. Participants will need the risk-factor, protective-factor and problem-behavior data to develop community-level outcomes. They will use the resources assessment information to help them plan how to achieve the outcomes.

Room setup:

- If the group is large, the room should be set up banquet style with round tables of six to accommodate small-group work. Place tables so all participants can see the front of the room.

- Provide drinking water at each table and a refreshment table in the back of the room.

- Place a small table for the computer or overhead projector at the front of the room. The projection screen should be large enough for all participants to see the slides.

- Place a trainer's table, registration table and resource table in convenient locations.

At least 60 minutes before start time:

- Make sure training equipment, participant materials and registration materials are set up.

- Place an easel sheet at the entrance with the message: "Welcome to the *Communities That Care* Community Planning Training."

- Pre-print one easel sheet with "Parking Lot" as a header and two columns, one column labeled "Questions" and the other column labeled "Issues."

Pre-training preparation

For Module 1:

Invite a Key Leader or the chair of the Community Board to attend the training and provide a brief update as outlined on slide 1-10.

For Module 2:

Using easel paper, post a large version of the Strategic Planning Worksheet on a wall where all participants can see it. Fill in the name of the community and the gaps, issues and barriers from the Resources Assessment Report in advance. If the community you are working with has a completed vision statement, write it on the worksheet, also. You will fill in the rest over the course of the day as participants complete their worksheets.

Make sure that all participants have a copy of the Community Assessment Report to help them in determining their behavior and risk- and protective-factor outcomes.

For Module 3:

Bring enough copies of the Resources Assessment Report for all participants, to help them in identifying tested, effective prevention strategies.

Bring highlighters for work on identifying tested, effective strategies and extra paper for work on the Mental Set activity.

For Module 5:

Bring extra paper for work on the Mental Set activity.

For Module 7:

If possible, bring copies of Community Action Plans prepared by other communities. (Be sure to check with communities ahead of time to ensure that they have no objections to your using their plans in this way.)

For Module 8:

If possible, bring copies of Community Action Plans prepared by other communities. (Be sure to check with communities ahead of time to ensure that they have no objections to your using their plans in this way.)

Please remember to complete a Service Report for this training.

Community Planning Training

Overview

Trainer's Guide
(75 minutes)

Slides for Module 1

Mouse-Click Icon

(for a computer-based presentation)
The mouse-click icon shows you what information will come up on the slide when you click. (Some slides use several clicks.)

Slide 1-1

Notes

Communities That Care

Community Planning Training

Community Planning Training 1-1

Welcome participants as they enter.

Participant Introductions

Explain that since one of the goals of the *Communities That Care* process is to create a high-functioning team, you will be providing opportunities for the group to get to know each other during the course of the training.

Ask each participant to introduce him- or herself and explain why he or she is involved in the *Communities That Care* effort and what he or she hopes to contribute to the planning process.

Nuts and Bolts

- Explain how the "Parking Lot" will be used to capture any questions or issues that come up during the training but can't be addressed at that time. Tell the group you will revisit the Parking Lot at the end of the training, and make a plan for addressing any unresolved questions or issues at that time.

- Explain where the restrooms and telephones are located.

- Ask participants to turn off their cell phones and beepers.

- Discuss any additional housekeeping items, such as coffee or other refreshments.

Materials

Ask participants to open their copies of the Participant's Guide. Explain that they have copies of all of the slides you will be using, as well as some worksheets for group activities and planning. The slide pages have a place for them to record notes. The appendix contains additional background information and sources for further reading. Ask if there are any questions about the Participant's Guide.

Slide 1-2

Mental Set: Road Map

To start off this training, I'd like you to think about a road map. What's the purpose of a road map? [Helps you figure out how to get from Point A to Point B.] *The* Communities That Care *process is essentially a road map for communities. It helps you get from Point A (recognizing adolescent problem behaviors) to Point B (planning and implementing a focused plan for reducing those behaviors).*

Let's imagine that you're using a road map to try to figure out how to get from Boston to San Diego. Is there only one way to get there? No—a road map often shows a number of different routes for getting from Point A to Point B. Different people may choose different routes:

- *Some of you may take the most direct route. You'll study the map carefully beforehand and calculate the fastest, most direct way to go. Then you'll pack the car with everything you need and drive nonstop until you get there.*

- *Some of you may need to make detours along the way to pick up other passengers or get something you didn't realize you would need when you left.*

- *And some of you may decide not to drive at all—you may decide that taking a bus, train or plane is the best way to reach your destination.*

No route is inherently better than another. The best route depends on a particular person's needs and resources. The important thing is that you reach your destination in the most efficient and effective way you can.

In the Communities That Care *process, your destination is a long-term vision of reducing adolescent problem behaviors and increasing positive youth development in your community. Each community follows a slightly different route to get there, depending on its priorities and resources.*

You've been working hard to assess your community's priorities and resources. In this training we'll begin mapping your route—the specific methods you'll use to reach your community's long-term vision for youth.

Notes

Implementing the Communities That Care system

Communities That Care

Getting Started

Organizing, Introducing, Involving

The Communities That Care system

Implementing and Evaluating the Community Action Plan

Creating a Community Action Plan

Developing a Community Profile

Community Planning Training   1-3

As you know, Communities That Care *is a prevention-planning system that includes five phases. The phases, and the milestones and benchmarks associated with each, describe the key activities and tasks that need to be accomplished for the* Communities That Care *process to be successful.*

The Community Planning Training (CPT) marks the beginning of Phase Four: Creating a Community Action Plan. The Community Action Plan will outline your community's plans to achieve desired outcomes for your community's youth.

The risk-factor, protective-factor and problem-behavior assessment you just completed helped you identify priorities on which to focus your Community Action Plan. It also provides the baseline data that you will use to evaluate your progress. You will be learning how to use that data to create desired outcomes later in this training. In order to evaluate your progress, you will need to repeat your community assessment every two years. As you implement the programs, policies and practices in the Community Action Plan, and they begin to impact your priorities, you may select different areas to focus on. The process is cyclical and preventive, addressing new needs as they emerge.

When the Community Action Plan has been finalized, your community will be ready to move to Phase Five of the Communities That Care *process: Implementing and Evaluating the Community Action Plan. The Community Plan Implementation Training (CPIT), along with technical assistance as needed, will help prepare you for implementation and ensure that the process moves beyond planning to action.*

Community Planning Training goal

The goal of the Community Planning Training is to provide Community Board members with the skills to develop a focused Community Action Plan.

Community Planning Training   1-4

Slide 1-4

Notes

Review the goal of the training.

Slide 1-5

Notes

Objectives

Communities That Care

Participants will be able to:

- Explain how the Community Planning Training fits into the *Communities That Care* system.

- Identify the steps for completing a Community Action Plan.

- Identify resources needed to complete the plan.

- Identify the next steps for the Community Board.

Community Planning Training   1-5

Review the objectives.

Phase Four:
Creating a Community Action Plan

⬤ Communities That Care

Community Planning Training Day One: Strategic Planning

Module 1   Overview

Milestone: The Community Board has the capacity
to create a focused Community Action Plan

WE ARE HERE.

Module 2   Developing Community-Level Outcomes

Milestone: Specify the desired outcomes of the plan,
based on the community assessment data

Module 3   Selecting and Investigating Programs,
Policies and Practices

Milestone: Select tested, effective programs, policies and practices
to address priority risk and protective factors and fill gaps

Module 4   Developing Participant and
Implementation Outcomes

Milestone: Develop implementation plans for each program,
policy or practice selected

Community Planning Training   1-6

Slide 1-6

Notes

This training event will cover the milestones for Phase Four: Creating a
Community Action Plan. Here's an overview of the modules we plan to cover
for each training day and the milestones covered in each of the modules:

- Our first day of this 2-day training event will cover strategic planning—that
  is, we'll be focusing on the "big picture" plan for achieving long-range
  objectives for your community's youth.

- Building the Community Board's capacity to create a focused Community
  Action Plan is an ongoing process. In Module 1, we'll review the
  Communities That Care research base, and I'll give an overview
  of this training.

- In Module 2, you'll learn what outcome-focused planning is all about and
  how to write desired community-level outcomes for the Community Action
  Plan. These include behavior and risk- and protective-factor outcomes.

- In Module 3, you'll begin identifying potential programs, policies and
  practices to include in the plan. This will be based on your community's
  desired outcomes, discussed in Module 2, and the resources and gaps
  assessment completed as part of the community profile developed in
  Phase Three. Additionally, we'll discuss plans for investigating programs,
  policies and practices.

- In Module 4, we'll develop desired program-level outcomes for
  the Community Action Plan. These include participant and
  implementation outcomes.

Slide 1-7

Notes

*Today we'll begin developing a long-term strategic plan for promoting
positive youth development and preventing youth problem behaviors in your
community. We'll also identify a preliminary list of programs, policies and
practices to investigate. Next time we meet, we'll focus on plans for
implementing and evaluating your selected programs, policies and practices
to achieve your desired community outcomes.*

- *It's important to develop plans for evaluating the programs, policies and
  practices you implement. Module 5 will help you understand the basics
  of the program-level evaluation that will be covered in Phase Five.*

- *In Module 6, we'll be identifying systems-change strategies. Systems-
  change strategies are budgetary or procedural changes that will help
  achieve your community's desired outcomes by improving existing
  services or facilitating the implementation of new programs, policies
  or practices.*

- *In Module 7, we'll discuss how to write a Community Action Plan.*

- *And in Module 8, we'll identify the next steps for completing the plan and
  preparing for Phase Five: Implementing and Evaluating the Community
  Action Plan.*

Agenda: Day One

Welcome and Introductions

Module 1 — Overview

Module 2 — Developing Community-Level Outcomes

LUNCH

Module 3 — Selecting and Investigating Programs, Policies and Practices

Module 4 — Developing Participant and Implementation Outcomes

Wrap-up and evaluations

Community Planning Training   1-8

Slide 1-8

Notes

Here's what today's agenda looks like.

Slide 1-9

Notes

Ground rules

Communities That Care

- Everyone gets a chance to speak.

- Everyone listens when someone has the floor. (No side conversations.)

- One person talks at a time and doesn't get interrupted.

- Respect others' perspectives and ideas. (No put-downs.)

- Start and end on time.

Community Planning Training 1-9

Review the ground rules.

Notes

Ask a Key Leader or the chair of the Community Board to attend the training and provide a brief update, as outlined on the slide.

Notes

The research foundation

◯ **Communities That Care**

- Public health approach

- Demonstrated predictors:

  — Risk factors

  — Protective factors organized by the Social Development Strategy (SDS)

- Tested, effective prevention strategies

Community Planning Training   1-11

As you know, the Communities That Care system is grounded in solid research from a variety of disciplines. These primary areas of research form the foundation of the Communities That Care system:

1 *The public health approach—research in the public health field has shown the effectiveness of a comprehensive, community-wide approach to public health problems.*

2 *Demonstrated predictors of problem behaviors—risk and protective factors. The Social Development Strategy (SDS) organizes protective factors into a model for healthy youth development. In the community assessment, you identified priority risk and protective factors for your community so you could focus your prevention efforts. These factors are what the Community Action Plan will be based on.*

3 *Tested, effective programs, policies and practices to reduce problem behaviors and promote positive youth development. Extensive research reviews have identified programs, policies and practices in the family, school and community domains that significantly affect risk or protective factors. In this training, you'll learn how to match effective programs, policies and practices with your community's priority risk and protective factors.*

The Social Development Strategy (SDS) is a research-based model that organizes known protective factors into a guiding framework, or road map, for building positive futures for children. Protective factors reduce the effects of exposure to risk. That means that even when we can't reduce all of the risks in young people's lives, we can help protect them against the effects of risk exposure by building this protective shield, or buffer.

Review each item as you click it onto the screen.

1 The SDS begins with healthy behaviors—the goals you have in mind for your community's children.

2 Research on social development tells us that in order to practice healthy behaviors, children must have healthy beliefs and clear standards for their behavior.

3 Bonding is what motivates young people to follow expectations. A child who has an attached, committed relationship with an adult is likely to adopt similar standards, and will think twice before endangering that relationship by violating the standards and expectations of the adult.

4 Research on the SDS has found that in order to develop that attached, committed relationship between a child and an adult, three conditions are necessary: opportunities for the child to be meaningfully involved, skills to be successful at that involvement, and recognition for his or her contributions.

5 Individual characteristics also play a role in how children experience bonding. These include having a positive social orientation, a resilient temperament and high intelligence.

Slide 1-13

Notes

Risk factors:

- Exist in all areas of influence
- Predict multiple problem behaviors
- Exist throughout development
- Have consistent effects across races, cultures and socioeconomic status
- Can be buffered by protective factors

Communities That Care
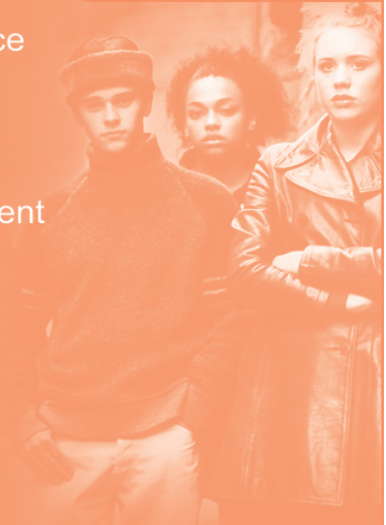
Community Planning Training   1-13

A risk factor is a condition that increases the likelihood of a problem behavior. Dr. David Hawkins and Dr. Richard Catalano of the University of Washington have identified 20 risk factors that are predictive of children becoming involved in five problem behaviors in adolescence: substance abuse, delinquency, teen pregnancy, dropping out of school and violence.

Review each item as you click it onto the screen.

1 *Risk factors are found in families, communities, school, peer groups and individuals.*

2 *Most risk factors are predictive of more than one of the five problem behaviors.*

3 *Risk factors are found throughout a child's development—from before birth (e.g., family history of the problem behavior) through adolescence (e.g., friends who engage in the problem behavior or favorable attitudes toward the problem behavior).*

4 *Although different groups may have greater exposure to a given risk factor, the risk factors have similar effects regardless of race, culture or socioeconomic status. For example, children of color are more likely to be exposed to economic deprivation. However, the effects of poverty as a risk factor are similar, regardless of race.*

5 *Protective factors can serve as a buffer, or shield, to protect children from the effects of exposure to risk.*

Community risk factors

Adolescent Problem Behaviors	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Availability of drugs	✓				✓
Availability of firearms		✓			✓
Community laws and norms favorable toward drug use, firearms and crime	✓	✓			✓
Media portrayals of violence					✓
Transitions and mobility	✓	✓		✓	
Low neighborhood attachment and community disorganization	✓	✓			✓
Extreme economic deprivation	✓	✓	✓	✓	✓

Community Planning Training — 1-14

Slide 1-14

Notes

Briefly review the community and family risk factors.

Refer participants to the laminated chart in the Participant's Guide for a complete list of the risk factors and the problem behaviors they predict.

Family risk factors

Adolescent Problem Behaviors	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Family history of the problem behavior	✓	✓	✓	✓	✓
Family management problems	✓	✓	✓	✓	✓
Family conflict	✓	✓	✓	✓	✓
Favorable parental attitudes and involvement in the problem behavior	✓	✓			✓

Community Planning Training — 1-15

Slide 1-15

Slide 1-16

School risk factors

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Adolescent Problem Behaviors	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Academic failure beginning in late elementary school	✓	✓	✓	✓	✓
Lack of commitment to school	✓	✓	✓	✓	✓

Community Planning Training 1-16

Briefly review the school and peer and individual risk factors.

Slide 1-17

Peer and individual risk factors

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Adolescent Problem Behaviors	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Early and persistent antisocial behavior	✓	✓	✓	✓	✓
Rebelliousness	✓	✓		✓	
Friends who engage in the problem behavior	✓	✓	✓	✓	✓
Gang involvement	✓	✓			✓
Favorable attitudes toward the problem behavior	✓	✓	✓	✓	
Early initiation of the problem behavior	✓	✓	✓	✓	✓
Constitutional factors	✓	✓			✓

Community Planning Training 1-17

Tested, effective prevention strategies

Programs, *policies* or *practices* that have demonstrated effectiveness in:

• reducing specific
  risk factors and enhancing
  protective factors

• reducing problem behaviors.

Community Planning Training   1-18

Slide 1-18

Notes

The final piece of the prevention-science research base is tested, effective prevention strategies. A major breakthrough in the field of positive youth development in the past two decades has been the development and testing of programs, policies and practices that actually work to reduce adolescent drug use, violence, risky sexual behavior and school failure. State and national agencies have become increasingly interested in, and committed to, programs, policies and practices that have been rigorously tested for effectiveness.

Prevention strategies identified as "tested, effective" are those that have been tested in well-controlled trials comparing schools, families, youths or communities that received the strategy with those that did not. Results of these trials showed that those who received the strategies were much better off than those that did not, in terms of lower risk, greater protection and better behavioral outcomes.

Slide 1-19

Notes

Communities That Care

Prevention Strategies: A Research Guide to What Works

Strategies and programs, policies or practices shown to effectively address risk and protective factors.

- Family focus

- School focus

- Community-based youth programs

- Community focus

Community Planning Training   1-19

The Communities That Care *system includes a guide to tested, effective programs, policies and practices, called* Communities That Care Prevention Strategies: A Research Guide to What Works. *The guide describes many programs, policies and practices shown to be effective at reducing certain risk factors and enhancing certain protective factors, from programs with a family focus to community-based youth programs. For example, the guide describes tested, effective prenatal programs, school curricula, family strengthening programs and community policing programs. The guide will be a key tool for this phase of the process, where you will be selecting tested, effective programs, policies and practices to address your community's priorities.*
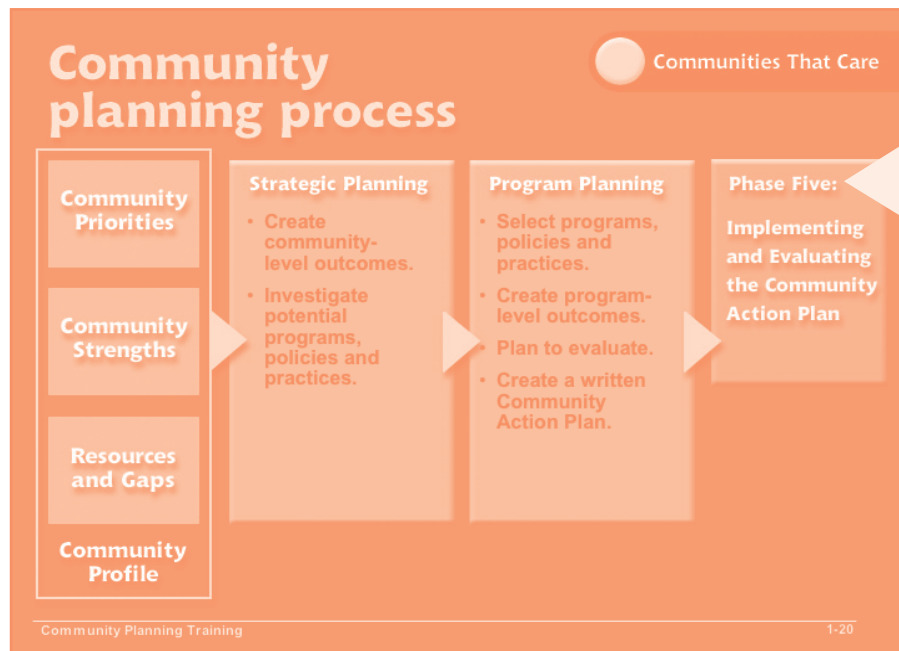
Notes

This is an overview of the planning process we'll be following:

- *Your Community Action Plan will be based on the profile of your community developed in Phase Three. This includes the community priorities and strengths identified in the Community Assessment Report, and resources and gaps in services identified in the Resources Assessment Report.*

- *You'll begin by developing a strategic plan for addressing your community's priorities. This is a long-range, big-picture plan focusing on your desired outcomes for risk and protective factors, and problem behaviors. In the strategic planning phase, you'll also identify potential strategies for achieving those outcomes.*

- *The next step is program planning. You'll select tested, effective programs, policies and practices to address your community's priority risk and protective factors. You'll also:*

  - *determine specific desired outcomes for program participants, to help you measure changes in participant knowledge, attitudes, skills and behaviors*

  - *develop specific desired outcomes and preliminary evaluation plans to ensure that each program, policy or practice is working as intended*

  - *create a written Community Action Plan.*

- *Once you have a written Community Action Plan, your community will be ready to move on to Phase Five: Implementing and Evaluating the Community Action Plan. The Community Plan Implementation Training will help the Community Board implement the Community Action Plan.*

Notes

Successful Community Action Plans

Communities That Care

- Build on the results of the community assessment
    - Address priority risk factors
    - Build on community strengths and resources
    - Address resource gaps, issues and barriers
- Achieve community-level outcomes
- Use research on effective prevention strategies to guide selection and implementation of programs, policies and practices
- Engage the community and Key Leaders in planning and evaluation.

Community Planning Training   1-21

In addition to providing a solid research base for your prevention efforts, the Communities That Care *system also provides a framework for systematic, focused planning. In this training, you'll be learning how to put together a focused Community Action Plan for achieving your community's vision for youth. A successful Community Action Plan includes the following elements:*

- *The* Communities That Care *system allows you to focus your community's efforts by using a data-based assessment of your community's priorities, strengths and resources. The Community Action Plan should build on this assessment by focusing on the priority risk factors and drawing on community resources and strengths. It should also address resource gaps, issues and barriers by recommending new programs or systems-change strategies.*

- *A successful plan identifies specific desired outcomes for each program implemented, for the priority risk and protective factors on which the plan is focused, and for adolescent problem behaviors. Developing specific desired outcomes for each of these areas allows you to measure your progress at several points in time. That way, you can identify and celebrate early successes. And if something isn't working, you can adjust your plan before going any further. We'll discuss this method of planning in more detail shortly.*

- *The success of the* Communities That Care *system relies on the proper implementation of programs, policies and practices that have proven to be successful at addressing the community's priority risk factors.*

- *Focused planning with the* Communities That Care *system engages the community and Key Leaders in the planning process, so that everyone in the community is invested in its success.*

Notes

Note to trainers: As you introduce the outcome-focused planning model, it's important to acknowledge that some participants may be used to other planning models or terminology, such as goals and objectives or inputs and outputs. Ask participants to suspend their previous experience and agree to use the outcome-focused model and terminology for the purposes of the training, so that a common language is used in the planning process. The terms they use in practice aren't that important. In fact, communities may need to adapt terminology to meet the guidelines in different grant applications. What is important is that participants understand the logic behind the planning approach outlined in this training.

We'll be using an outcome-focused planning model to develop your Community Action Plan. This means we focus on your long-term vision for a healthy community, and define measurable and achievable outcomes for each step toward the long-term vision. Outcomes are specific, measurable targets—such as reducing a specific risk factor by a certain amount by a particular date. The purpose of outcome-focused planning is to break down the complex, long-range task of creating a healthy future for your community's youth into clearly defined, measurable steps.

Review each item as you click it onto the screen.

Remember that in the Communities That Care *process, we begin by defining what we want the future to look like for our community's youth. So we'll begin with your community's vision for a healthy future for its children.*

Notes

2 The next step in the planning process is to develop community-level outcomes. Community-level outcomes include behavior outcomes and risk- and protective-factor outcomes.

3 We want positive outcomes for our children. We know that a primary obstacle to the vision of a healthy future for our children is adolescent health and behavior problems. So we must eliminate or reduce those problem behaviors and promote positive behaviors if we hope to reach our vision. Behavior outcomes are long-term, measurable changes you hope to achieve in terms of decreased problem behaviors.

4 Since we know that risk factors increase the likelihood of problem behaviors and protective factors decrease the likelihood, we're going to develop desired outcomes for your community's priority risk factors, and for protective factors related to those priorities.

5 The last step in the planning process is selecting programs, policies and practices to achieve the desired outcomes for risk and protective factors. You'll develop participant outcomes to measure changes in participants' knowledge, attitudes, skills and behavior, and implementation outcomes to evaluate the quality of implementation—for example, did the program, policy or practice reach the target audience as intended?
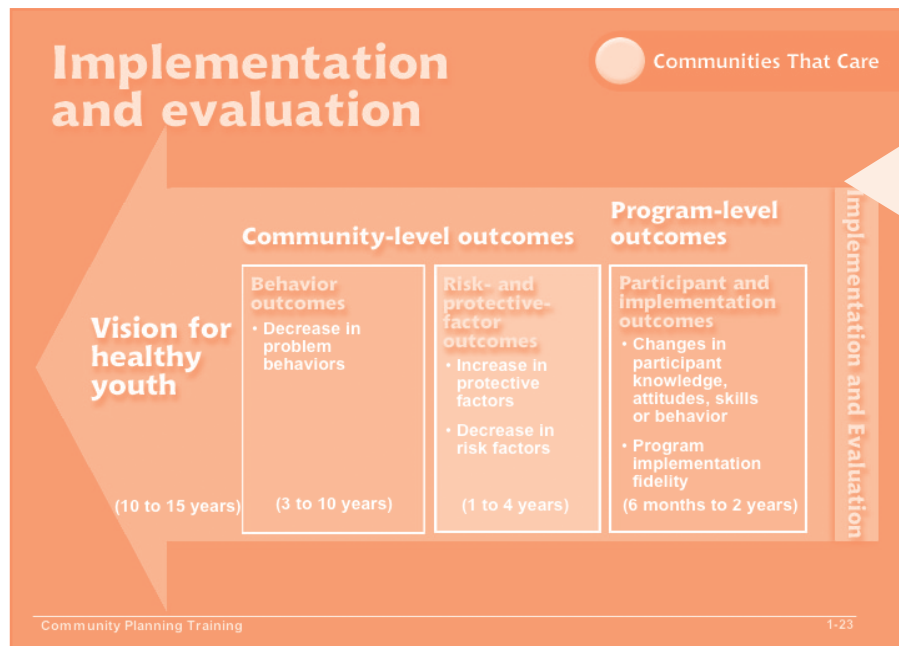
Slide 1-23

Now let's look at how long it will take to see results once you implement tested, effective programs, policies and practices.

Review each item as you click it onto the screen.

1 *Research on tested, effective strategies has demonstrated that, depending on the strategies you choose, participant and implementation outcomes can be measured six months to two years after implementation.*

2 *Depending on the strategies used and the number of participants exposed, achieving your community's desired outcomes for an increase in protective factors and a decrease in risk factors may take one to four years.*

3 *It can take three to ten years to see a drop in problem behaviors.*

4 *And achieving your vision for a healthy community can take 10 to 15 years.*

Slide 1-24

Notes

Advantages of outcome-focused planning

Communities That Care

- Gives clear direction toward achieving community vision

- Provides built-in evaluation measures and accountability

- Required by many grant makers

Outcome-focused planning allows you to begin the planning process with your community's vision, and work backward, defining measurable and achievable steps toward that vision. What are the advantages of this approach?

Take responses. Be sure to discuss the items on the slide:

1 *Outcome-focused planning gives your community a clear direction toward achieving its vision, by defining specific, measurable outcomes for each step in the process.*

2 *Outcomes provide specific, measurable objectives for change—for example, reducing a risk factor by a certain percent by a specified date. You can track progress toward community-level outcomes by completing a risk- and protective-factor assessment every two years.*

3 *Grant makers want to see measurable results of their funding. That's why many grant makers require that outcome-focused planning models be used for projects they fund. Again, the terminology may vary, but all grant makers want to know how you'll measure the success of the project. Outcome-focused planning provides a built-in tool for meeting this requirement.*

The Community Action Plan may include:

Communities That Care

- Incorporating tested, effective strategies into existing services

- Expanding existing tested, effective programs, policies and practices

- Implementing new tested, effective prevention programs, policies and practices

- Systems-change strategies.

Community Planning Training   1-25

Slide 1-25

Notes

The Community Action Plan will identify community-level outcomes. It will also include plans for implementing programs, policies and practices to achieve those outcomes. For example:

- *During the resources assessment process, you may have discovered tested, effective strategies that could be incorporated into existing resources. For example, you may have discovered that your community has a visiting nurse program for new parents, but that the nurses are using an unevaluated approach. In this case you could retrain the nurses in the tested, effective David Olds' Nurse-Family Partnership™ program— a program that has been shown to reduce risky behavior among low-income, unmarried mothers, and increase positive behavior outcomes in their offspring through adolescence. The Community Action Plan will propose ways that existing programs, policies and practices could be modified to effectively address the priority risk factors and enhance protective factors.*

- *During the resources assessment, you may have discovered that effective programs, policies or practices addressing your priorities exist in your community, but they need to be expanded to reach all of those who would benefit from the program. Your plan will propose how these resources could be expanded.*

- *Your plan will identify new tested, effective programs, policies or practices to fill gaps in existing services, and outline plans for implementation.*

- *Your plan will also recommend systems-change strategies. These are systemic changes that can either improve service delivery in existing programs or facilitate the implementation of new programs.*

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Notes

Phase Four:
Creating a Community Action Plan

Communities That Care

Community Planning Training Day One: Strategic Planning

Module 1 Overview

Milestone: The Community Board has the capacity
to create a focused Community Action Plan

Module 2 Developing Community-Level Outcomes

Milestone: Specify the desired outcomes of the plan,
based on the community assessment data

NEXT UP

Module 3 Selecting and Investigating Programs,
Policies and Practices

Milestone: Select tested, effective programs, policies and practices
to address priority risk and protective factors and fill gaps

Module 4 Developing Participant and
Implementation Outcomes

Milestone: Develop implementation plans for each program,
policy or practice selected

Community Planning Training

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Review the modules and milestones as necessary. Let participants know
that in the next module, they will work on developing desired community-
level outcomes for the Community Action Plan.